FAMILY LIFE

Vol. XIX, No. 10 OCTOBER, 1959 Edited by Paul Popenoe

How To Make A "Student Code"

"Student Codes" have enjoyed a growing popularity within the past few years. They have been beneficial in helping students, parents and schools agree on community-wide behavior standards for teen-agers. Yet specific suggestions on how to create such a code systematically are sometimes hard to find. In this article, the Education Department of the AIFR with advice from several Los Angeles educators has drawn up a procedure for making a code. Reprints are available for 10c each.*

INTRODUCTION

A student code develops standards that will lessen confusion and therefore enlarge freedom. It is an agreement designed to insure greater satisfaction and peace of mind for teen-agers, parents and teachers. Teen-agers want to be sure that they may do all that their friends are doing. Parents, on the other hand, want their children to do what they themselves think is safest and best. They are also anxious to know how other parents feel about behavior standards. School teachers and principals are often called upon to arbitrate in the conflict, and they sometimes make decisions that no one really likes.

Creating a "Student Code" is a good way to get everybody together to agree on what will provide the most freedom and security for all. But it is the process of developing the code that is important. There would be little value in a ready-made code. For parents and teen-agers gain insight into each other's problems as they discuss the matters to be included in the code.

The code must be based on a thorough study of the individual conditions, needs, attitudes and standards in the particular school or community. However, while no outsider can devise a ready-made code that would be suitable in every detail for any particular school there are some general ideas that can be adapted. Some of the procedures outlined here can be used at either the Junior or Senior High School level.

*Mrs. Eva Kirby, Girl's Vice-Principal, Van Nuys High School, Los Angeles; Dr. Richard H. Klemer, Associate General Director, American Institute of Family Relations; Mrs. Jessie Luders, Parent-Education Teacher, Los Angeles County Schools; Mrs. Parke C. Oliver, Principal, Bell Gardens Senior High School; Mrs. Erma Pixley, Education Department, American Institute of Family Relations; Mrs. Emily Tompkins, Teacher, Venice High School, Los Angeles.

FAMILY LIFE
Monthly service bulletin of the
AMERICAN INSTITUTE OF
FAMILY RELATIONS
5287 Sunset Boulevard
Los Angeles 27, California
Price $1.00 a year, 10c a copy

MAKING THE CODE

Here is a report from Mrs. Jessie Luders on how the John Muir Junior High School of Burbank, California, developed a parent-youth code of behavior.

FIRST STEP: When the program planning committee of the PTA at John Muir Junior High School suggested formulating a code of social behavior, the principal, Mr. Robert Leland, consulted with the parent-education chairman of the PTA group. They discussed the suggestions she had been getting from other PTA chairmen throughout the country who had worked on similar projects. There was general agreement that any standards imposed on students by adults would have little impact. Teen-agers experience the feeling of independence and they don't want commands. Consequently, a committee was called together composed of the principal, the PTA program chairman, and the parent-education chairman (who was also a teacher) and plans were made for some cooperative ways of working with the teen-agers.

PROCEDURES: The committee first invited parents of three representative pupils from each of the three grade levels, seventh, eighth and ninth to meet with them to see if they would be interested in developing a school code. These parents were eager to participate and an invitation was issued to parents of all pupils to meet in the auditorium on a certain evening to consider the matter. Some 500 attended.

Meanwhile, the original committee selected 25 people to act as leaders of small discussion groups that evening. The audience of 500 was divided into 20 groups of 25 each. Discussions got under way immediately and were continued over a period of time.

The committee decided that each Social Living class in the school should have the opportunity to discuss the topics to be included in the code, while groups of parents of these students were meeting to discuss the same topics. Although each classroom had a teacher in attendance, all teachers were advised to guide the discussion as an observer, keeping it confined to the topics and being aware that it was necessary to get the true feelings of the students.

GOAL: The goal was to produce a guide for parents and their children to use to settle family problems. Each family would have individual standards for their homes. This code, therefore, was merely intended to offer the opinions of the majority of parents and youths in one junior high school area.

TOPICS SELECTED: The topics for discussion were approved by both students and parents. It seemed that everyone was interested in talking about appropriate dress, dating, parties, and behavior in public places. The privileges and responsibilities related to each topic were defined.

PROGRESS REPORT: After several months of delving into such items as the appropriate wear of lipstick and large earrings for girls, interesting results appeared. Fathers were usually more lenient than mothers on the ques-

STEPS IN DEVELOPING A STUDENT CODE

1. The principal and parent-education chairman talk over aims and procedures.
2. The principal, or student body adviser, meets with student leaders to talk over the project and get their ideas on topics for discussion.
3. The parent-education chairman talks over interests and needs with a small group of key faculty members and parents.
4. From the reports of these two groups, the parent-education chairman, with a committee selected by him and the principal, decides on the topics for discussion. It is important that the topics be specific.
5. Parent discussion groups are organized with competent leaders and reporters.
6. The student council or other authorized student group organizes a discussion plan for class meetings, with competent student leadership under faculty supervision.
7. Grade level groups representing the grades involved meet to develop a student summary of standards.
8. A parent group, also representing the different grades involved, meets to draw up a parent summary of standards.
9. A parent-student-faculty committee develop a mutually acceptable set of standards from the reports of the student and the parent discussions.
10. The code is mimeographed or printed and is then distributed to students and parents. Simple pledges to abide by the code may be signed by students and parents.
11. Follow up each year or so with items or revisions. The work is never done! Sometimes individual teachers will want to initiate a code-building project with a class or with some group that they sponsor.

tion of earrings and lipstick, while the girls felt that it was poor taste to smear lipstick on too heavily, and they much preferred the appearance of small earrings.

JOINT MEETING: After the class discussions were completed, the students selected twelve representatives from the three grade levels (seventh, eighth and ninth) to meet with twelve parents representing the three different grades and a few faculty members. The groups would agree on the standards to be set.

DECISIONS: Members of the adult group were surprised and filled with admiration for the twelve young people, who revealed that their groups had set almost identical rules of behavior for themselves as their parents had. Furthermore, there were a few items that definitely convinced the adults that youngsters were more reasonable, intelligent and capable of assuming responsibility for their behavior than many of the older generation believed. For example, the teenagers moved the deadline for returning home from festivities to an earlier hour than the parents had set.

ADDITIONAL RESULTS: Not only was a code developed during this

period, but other interesting results of the parent meetings occurred. This statement was heard repeatedly: "Well! It's surely a relief to know that your child behaves the same way as mine does. I thought mine was the only one who acted like that." Or sometimes a father would advise another child's parent, "I remember when our older girl went through that stage, and yours will grow out of it, you know."

An additional bonus in the series of youth-adult meetings was this discovery: Families can reach agreement when they talk through their problems; when parents are willing to listen to youth and vice versa.

CODE REVISION: Another topic is now to be included in the code. Both parents and students have expressed interest in discussing the responsibilities of the young teen-ager in the home. Such items as chores and other duties necessary for growing into successful adulthood will be considered. The results will be added to the present code. It is this continuing evaluation and revision of the code which keeps it a living force in the lives of parents and youth.

SOME SPECIFIC DETAILS

There are many details involved in making a "School Code" and they differ for each school, age group and geographical location. Anyone interested in creating a code might do well to look at the few examples of such details given below.

PARTIES: What are the responsibilities of parents and teen-agers? What are the privileges?

Responsibilities: When should invitations be written? When telephoned? What information should the invitation include? What responsibilities should chaperones have? What are the best days for parties? How should transportation be arranged? What kinds of activities are popular for informal parties? What kinds of food and drink are popular and desirable during the party and afterwards?

Privileges: How should guests be selected? How should the privilege of entertaining in a home be treated?

DATING.

Responsibilities: When should dating begin—at what age? What places are enjoyable for group or double dating? For single couples? What information about dates should be discussed with parents? How and by whom should it be arranged? What should determine the time of returning home? How should unavoidable delays be handled?

Privileges: What should determine the choice of one's friends? Should parents have the privilege of becoming acquainted with their teen-ager's friends? What determines when a person is ready for single dating?

BEHAVIOR (In Public Places).

Responsibilities: How does the teen-ager think the property of others should be treated? What shall we say about smoking? What shall we say about loitering in the streets? What do you think of affectionate behavior in public? What constitutes courtesy to others in public places?

Privileges: How is better behavior related to privileges?

DRESS.

Responsibilities: What represents good taste in the use of makeup? What kind of earrings are appropriate for teen-agers? What clothes are appropriate for boys? For girls?

Privileges: What choice should teen-agers have in selecting their wardrobe?

How should the "extras" be provided —the fads and fancies of the hour?

ALLOWANCES.

Responsibilities: What responsibilities do parents and teen-agers have in regard to allowances?

Privileges: What privileges does an allowances bring?

There are no limits to the points on which one may seek agreement, but a good code should be brief and workable. Putting too much into writing often hinders the effectiveness of a code rather than helping it.

●

Research Notes

FATHERS of emotionally disturbed children, as well as mothers, are included in the child's treatment at the Child Guidance Clinic of the Jewish Social Service Agency in Washington, D.C. Psychologists (H. Plotsky and P. Shereshefsky) found that fathers tend to be passive in the home and in the therapeutic process, while mothers tend to discourage his participation to gratify their own narcissitic needs. The therapist's job, they declared, is to make the man more active in his role as father and husband and to make the woman less dependent. The family can then become a stronger "supporting medium for the growth of the child."

CONSANGUINEOUS families definitely have higher mortality and abnormality rates, declared Jean Sutter in his book *Recherches Sur les Effects De La Consanguinite Chez L'homme* (Biologie Medicale, Paris, 1958). The author doubted, in one of the many conclusions derived from his studies, that the degree of inbreeding is positively associated with sterility. *Eugenics Quarterly* (March, 1959).

EMPLOYMENT of mothers increases conflict in marital relations, according to a 1957 survey of some 2,000 mothers in the state of Washington by F. Ivan Nye. Where families are poorly integrated, divorce or separation may result. In stable families, divorce thoughts may not be translated into action. *Social Problems* (6(3). 1958-9).

INFANT MORTALITY is highest among premature babies. Of all the deaths which occur in the newborn period, more than 55 percent are among the premature infants.

THE BIRTH RATE in the U.S. is extremely sensitive to economic and social conditions today, according to a survey of 17 million white married couples in our population. One hundred years ago, death and international migration were the major factors controlling the U.S. population. Furthermore, the investigators discovered, the majority of fertile couples practice family planning and are successful at it.

HYPNOSIS has been used in a Detroit court clinic, to uncover the reasons for sexual psychopathology. Without upsetting the patient, and in very special situations, court doctors have been able to unveil the repressions of arrested patients and prepare them for further psychiatric treatment.

BABIES from one to six months should take additional doses of iron since there is little of this important mineral in milk, suggests Dr. Edward H. Reisner, a New York specialist in blood abnormalities.

VENEREAL DISEASE is more frequent in male homosexual prostitutes than in female prostitutes, claims Herman Goodman, New York physician. He reported 20 active cases of syphillis among 440 homosexual males. *(The*

Male Homosexual and Venereal diseases, pp. 7, multigraphed, New York, New York, N.Y., 1958.)

OLDER PERSONS aged 70 to 86 appear to have more difficulty than younger ones in adjusting. Their greater need for self protection and their greater vulnerability to stress caused extreme patterns of response and poor adaptability in a recent study by Arnold D. Krugman, Ph.D. *Jour. of Gerontology* (April 1959).

MOTHERS of stuttering children show behavior patterns different from mothers of normal children, according to a study by Jack Bloom, Ph.D. *Dissertation Abstracts* (19(6). 1958). Among the characteristics common to mothers of stuttering children, he noted the following: scheduled feeding, maximum supervision over children, early toilet training, disagreement with their husbands on discipline and expecting greater maleness or femaleness from their children.

THE U.S. BIRTH RATE fell to 24.5 for each thousand population last year, reports the National Office of Vital Statistics. The marriage rate also declined in 1958.

JUVENILE DELINQUENTS from the upper income bracket families, do not suffer from gang influence nor are they completely spoiled. Investigators Herbert H. Herskovitz, George Spivak and Murray Levine of the Devereux Schools in Devon Pa., announced at a meeting of The American Psychiatric Association. Examining the parents, they found that fathers were energetic, aggressive, perfectionist, rigid or intolerant, indifferent, ambivalent and pressuring. Mothers tended to be over-indulgent, over-protective and inconsistant. In a great number of cases there were evidences of family instability, divorce or death of a parent. There were very few evidences of alcoholism, criminality or perversion. *Science News Letter* (May 9, 1959).

First College Class in Marriage

Teachers College, Columbia University (New York, N.Y.) is apparently entitled to credit for offering its students the first regular college course in preparation for marriage. The catalog for 1919-20 which announced the course for the first time, described it not as a teacher-training course but a marriage-training course, carrying regular credit toward the B.S. The instructors were Dr. Anna Garlin Spencer (sociology) and Dr. Leta S. Hollingworth (psychology), both of them outstanding leaders in their fields. It was continued as a course primarily for personal preparation for family life until 1926, when the Faculty of Practical Arts abandoned its four-year undergraduate curriculum. The course was reorganized for graduate professional students to whom it has been offered ever since.

Educational Notes

PLAYS FOR LIVING is the title of a new project by the Family Service Association of America. It will make available three plays for this fall on the subject of parent-child relations. All recognized private and public agencies in education, health and welfare are invited to commission these plays for their own use. More details are available from: Miss Clare M. Tously, Family Service Association of America, 215 Park Avenue South, New York 3, N.Y.

NEW BOOKS IN BRIEF REVIEW

PERSONALITY, by J. P. Guilford. Pp. 562, price $7.50 from McGraw-Hill Book Co., 330 W. 42nd st., New York 36, N.Y., 1959.

Dr. Guilford's new book provides an evaluation of a host of projective traits which in the past had received too ready acceptance. It is a valuable new attempt to classify temperament traits in a systematic manner. For instance such dimensions as positive vs. negative, responsive vs. unresponsive, active vs. passive, controlled vs. uncontrolled, objective vs. egocentric are assigned to each of the three temperament traits: General, Emotional and Social. This matrix of traits should help to overcome the greatest difficulty in classification i.e., the use of categories so broad that their usefulness is impaired. Dr. Guilford who is an excellent methodologist, has had much experience in the field. He conducted extensive work in both the Air Force and the Navy. His book will be invaluable to most personality workers. — Roswell Johnson, Ph.D.

●

DER BEGABUNGSSCHWUND IN EUROPA, by Ludwig Winter. Pp. 146 (no index), price not stated, from Verlag Hohe Warte, Pahl (Oberbayern), Germany, 1959.

The average level of intelligence in Europe is declining, because of differential birth rate, losses in war, and other causes, which have led the more intelligent part of the population to produce proportionately fewer children than the less intelligent, says Mr. Winter; and he feels that the same condition exists in other civilized countries. This is a widely accepted and very plausible conclusion, which however is not yet thoroughly established—the difficulties of getting a trustworthy measurement of national intelligence and ability have not yet been surmounted and various careful studies are contradictory. Mr. Winter relies largely on older authors. He calls for a "family policy," on the part of the state, which will be grounded in eugenics, will encourage good families, and will discourage the excessive fertility of the unfit—perhaps by a wider use of selective sterilization. Even though the evidence brought together here is not wholly satisfactory, the subject is one of the highest importance, which ought to be given much more attention than it has received in the past decade or two.

●

GENETIK DES MENSCHEN, by O. Freiherr v. Verschuer. Pp. 427, price not stated, from Urban & Schwarzberg, Muenchen and Berlin, 1959.

This is the most comprehensive survey of human heredity that is now available to students of the subject, and those who read German will find it indispensable. There is nothing up to date in the English language that covers so much ground in detail. Dr. von Verschuer, director of the Institute for Human Genetics at the University of Muenster in Westphalia, has dealt fully with the recent work of American and British researchers, and illustrates his work with more than 200 pedigree charts and well selected photographs. The author has been particularly known, during a quarter of a century or more, for his twin studies, which throw much light on such im-

portant problems as the inheritance of tuberculosis—or of a weak resistance to the infection. The whole subject of human heredity is naturally controversial and full of difficult or unsolved problems, partly because the generations are so long that statistics can not be collected quickly as with Drosophila or guinea pigs; but students will find in this volume the material that exists, collected from all over the world, carefully organized, and intelligently evaluated.

•

THE SHY CHILD, by Helen Ross. Pp. 28, price 25c from Public Affairs Pamphlets, 22 E. 38th st., New York 16, N.Y., 1959.

This pamphlet offers help to parents, teachers and counselors in understanding the basis of shyness in children. Helen Ross has the capacity to understand and to express the feelings and thoughts of the child in its own language. She details the factors which tend to result in shyness and offers some suggestions concerning what to do to avoid its development. The author is administrative director of the Institute for Psychoanalysis in Chicago. —Mary Jane Hungerford, Ph.D.

•

MENTAL HEALTH AND HUMAN RELATIONS IN EDUCATION, by Louis Kaplan. Pp. 476, price $5 from Harper and Bros., 49 E. 33rd st., New York 16, N.Y., 1959.

While this book was primarily designed to serve as a textbook for courses in mental hygiene and human relations, it provides excellent general background reading for teachers of other subjects, for school administrators, parents and counselors. Dr. Kaplan is entirely right when he contends that "schools have a function beyond the inculcation of knowledge and skills" and that youngsters must learn "to work together in wholesome and satisfying ways, and develop the capacity to live with themselves and other people as mature and responsible citizens." The book is full of practical suggestions for the achievement of this purpose. It deserves a wide circulation, not only in college classrooms but in public libraries and in the homes of persons responsible for the guidance of youth.—Harold G. Ronning, Ph.D.

•

THE AL-ANON FAMILY GROUPS. Pp. 109 (no index), price $2.00 from Al-Anon Family Group Headquarters, Inc., P.O. Box 182, Madison Square Station, New York 10, N.Y., 1957.

A guide for the families of problem drinkers, this excellent little handbook describes the organization of the Al-Anon Family Groups—the people who come and why they are there. For the problems of adjustment may be even greater for the alcoholic's family than for the alcoholic himself. Alateen, a group for teen-age relatives of alcoholics also exists and is described. Easy to read, this book is an absolute must for anyone with a problem drinker in the family.—Yvonne Hessler, M.S.

•

ON BECOMING A WOMAN, by Mary McGee Williams and Irene Kane. Pp. 160 (no index), price 25c from Dell Publishing Co., Inc., 750 Third ave., New York 17, N.Y., 1959.

This little volume fits into the handbag of most teen-age girls and is jam-packed with wisdom. It's good physiology, good psychology, good philosophy. In addition it's a long way from being stuffy or academic and yet it's

neither slangy nor condescending. No counselor who has clients with teen-age daughters, who counsels girls between 15 and 25 or who personally has a daughter in this age bracket can afford to miss a word of it. You will look a long time to find a more convincing presentation of the value of premarital chastity and the hazards of going steady and marrying in the teens. What is more important, the authors give effective suggestions for carrying out these worthy intentions. Nothing is omitted. All topics from menstruation to the "permanent mistakes" are treated with delicacy and dignity. Here is one book that lives up to its cover claim: "A frank, modern discussion of everything a teen-age girl wants and needs to know." — Mary Jane Hungerford, Ph.D.

Other Books Received

OUR SCHOOLWORK, by June Flower. Pp. 32, price $2 from Greenwich Book Publishers, 489 Fifth ave., New York 17, N.Y., 1959.—Picture book to prepare children for beginning school.

Inexpensive Pamphlets

WHEN OUR PARENTS GET OLD. Pp. 19, free from the Metropolitan Life Insurance Company, One Madison ave., New York, N.Y.

BOOKS ABOUT PARENTS AND FAMILY LIFE, Published in 1958. Pp. 16, price 25c from the Child Study Association of America, Inc., 132 E. 74th st., New York 21, N.Y. The association's annual list of books on many of the relationships between parents and children.

WHAT ARE KINDEGARTENS FOR? Single copies free from the Association For Childhood Education International, 1200 Fifteenth st., N.W., Washington 5, D.C.

MENTAL HEALTH FOR TEACHERS AND PUPILS. Reference Guide No. 2. Pp. 12, from National Institute of Mental Health, Bethesda 14, Md. A selected reading list.

FAMILY LIFE EDUCATION CONTRIBUTES TO THE PREPARATION OF TEACHERS, by Clifford F. S. Bebell. Pp. 18, price 20c from the American Social Hygiene Association, 1790 Broadway, New York 19, N.Y. For the teacher of teachers.

YOUR CHILD'S FRIENDS, by Sidonie M. Gruenberg and Hilda Sidney Krech. Pp. 28, price 25c from Public Affairs Pamphlets, 22 E. 38th st., New York. Hints for parents on their children's friends.

TO THOSE WHO TEACH. An Invitation And A Challenge. Pp. 9, from American Social Hygiene Association, 1790 Broadway, New York 19, N.Y. A description of the Middle States Project on Family Life Education.

ADOPTING A CHILD. A list of helpful publications from U.S. Government Printing Office, Division of Public Documents, Washington 25, D.C.

THE CHILD WHO IS MENTALLY RETARDED. Pp. 22, price 10c from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. Folder no. 43-1956.

PUBLICATIONS LIST. From the National Association For Retarded Children, Inc., 99 University Place, New York 3, N.Y. or 386 Park ave. South, New York, N.Y.

THE SOCIAL SCIENTISTS' STAKE IN TEACHING MARRIAGE AND FAMILY RELATIONS, by Lawrence S. Bee. Pp. 16, price 20c from American Social Hygiene Assoc., 1790 Broadway, New

York 19, N.Y. For teachers.

HOME CARE OF THE CHILD WITH RHEUMATIC FEVER. Pp. 25, from American Heart Association, 44 E. 23rd st., New York 10, N.Y.

MONGOLISM. Pp. 6, from Department of Pediatrics, School of Medicine, 1720 Brooklyn ave., Los Angeles 33, Calif.

THE PRINCIPLES OF SEX EDUCATION. A Moderate View, by Francis L. Filas, S.J. Pp. 16, price 10c from The Queen's Work, 3115 South Grand blvd., St. Louis, Mo.

FAMILY ACTIVITIES. With Other Families. Pp. 47, price 75c from Publications Services National Board, YWCA, 600 Lexington ave., New York 22, N.Y.

●

Around the World

GERMAN WOMEN, supposed a generation ago to confine themselves to "church, children, and kitchen," have taken an active part in that nation's economy since 1945. Official figures report 606,000 West German business enterprises that are now run by women who also spend 66% of all private income.

GREAT BRITAIN now has (as of Jan. 1 of this year) 94 Marriage Guidance Councils in England, Wales, Northern Ireland, and the Channel Isles, affiliated with the National Marriage Guidance Council, 78 Duke st., London W 1.

INSURANCE against the birth of twins is offered, free of charge, to all women who are members of *Helios,* a Belgian organization devoted to "social and family education." Monthly bulletin of the organization is *Lumiere et Liberte,* published at 25-27 Rue des Allies, Brussels.

BRAZIL has the highest coefficient (.015) of inbreeding in the world. Only Japan, Israel and India can at times approximate it. *Rev. Brasil. Biol.* (18(2). 1958).

PERUVIAN MOTHERS carrying unborn children and living at altitudes of about 15,000 feet, were the object of a recent study by a group from the Yale School of Medicine. The investigators found that the unborn young at such high, oxygen-poor altitudes simulate sea-level conditions in the womb. They obtain more oxygen by enlarging the placenta. At sea-level, the greatest single cause of infant death is anoxia or lack of oxygen. *Science News Letter* (May 30, 1959).

IN SWITZERLAND the first family association was organized in 1923 but it is only since 1945 that the movement has been active. Three nationwide organizations now watch jealously over the interests of the family, as concerns legislation and public opinion.

FINLAND has 22 organizations devoted to the protection of children and youth and the study of social questions that may affect family welfare. These 22 organizations form a National Union.

FRANCE'S Dr. Fernand Lamaze traces the origin of the psycho-prophylactic childbirth method in his book *What Is Painless Childbirth* ("Savoir et Connaitre," Editions La Faranodole, 1956).

THE SELECTION of teachers for maladjusted children was the theme of a conference (Apr. 2-4) in Barcelona sponsored by the International Catholic Bureau on Children. The participants drew up six criteria for the specialized teachers: age, health, intelligence, insight, academic knowledge, personal ethics.

FOR THOSE WHO DEAL WITH YOUNG PEOPLE

The American Institute of Family Relations offers pamphlets and booklets that will help you to answer the questions young people ask, frankly, convincingly, and in the light of modern science. Here are a few selections from the list:

201. Home Study Course in social hygiene guidance and sex education; six lessons in pamphlet form by Roy E. Dickerson with nine additional pamphlets by Paul Popenoe and diagrams of male and female reproductive organs with explanatory text by Robert L. Dickinson. Send for detailed prospectus of this unique course, invaluable not merely to parents but to teachers, executives of youth organizations, clergymen and others who are called on to deal with modern youth. Total cost only.....$2.00

Simple, popularly written pamphlets to be put in the hands of adolescents:

4. How do you know it's love?
5. Four reasons why girls pet.
26. How do you know you're in love?
28. Are virgins out of date?
204. Why aren't boys told these things?
304. Your inferiority complex.

Any of the above sent for, each.....10c

An unusual pamphlet for young men in senior high school, in the army, or in industry; equally valuable to their sisters,—a practical discussion of the problems of growing up emotionally, of the place of sex in life before marriage, and of the biological basis of ethical standards:

23. Building sex into your life.....25c

THE AMERICAN INSTITUTE OF FAMILY RELATIONS

5287 Sunset Boulevard Los Angeles 27, Calif.

THE AMERICAN INSTITUTE
OF FAMILY RELATIONS
5287 Sunset Boulevard
Los Angeles 27, Calif.

(Return Postage Guaranteed)

NON-PROFIT ORG.
U. S. POSTAGE
PAID
Permit No. 12538
Los Angeles, Calif.

Library
San Francisco Theological Seminary
San Anselmo, Calif.

The Institute publishes more than a hundred books and pamphlets dealing with every phase of marriage and family life. Here are two popular ones:

1. PREPARING FOR MARRIAGE —

The Institute's widely known "Premarital Conference" pamphlet, dealing with sexual adjustment in marriage. It has proved to be just as valuable to many persons already married, as to those looking forward to marriage. Sold at $15 per hundred or $2.50 per dozen; single copy.....25c

23. BUILDING SEX INTO YOUR LIFE —

A Pamphlet intended for young men going into the army or industry; equally valuable for those in senior high school or college; but no less valuable to their sisters, parents, and educators. A simple statement of sexual ethics, constructive and soundly scientific. Sold at $15 per hundred or $2.50 per dozen; single copy.....25c

FAMILY LIVING CONFERENCES

led by experts from the Institute's staff, are available to any community which is seeking to strengthen family life. Informal lectures and discussions on preparing for marriage, marital problems, parent-child relationships, preparing for retirement, social and business relationships, and other vital matters, provide an opportunity for many people to think and work together in an informal and stimulating atmosphere. These conferences, of one two, or three days, have been highly successful wherever they have been held.

Write for full information to

THE AMERICAN INSTITUTE OF FAMILY RELATIONS

5287 Sunset Boulevard **Los Angeles 27, California**